DOCUMENT RESUME

ED 105 638 EA 007 078

AUTHOR Lehmann, Theodore, II
TITLE Model for Leadership Development: A New Approach to Doctoral Programs in Educational Administration.
PUB DATE Apr 75
NOTE 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975); Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS *Administrator Education; *Doctoral Programs; *Educational Administration; Field Experience Programs; *Higher Education; Internship Programs; Interpersonal Relationship; Leadership Qualities; *Leadership Training; Models; Personal Growth; Residence Requirements; Simulation; Team Training; T Groups; Training

ABSTRACT

This paper presents a model for leadership development emphasizing a process approach to the development of small-group leadership skills in a doctoral program in educational administration. Based on data collected in a nationwide survey, site visits to major universities, and an extensive literature review, the study suggests a model centered on team learning in a small-group setting. The importance of skills is small groups as a central aspect for effective administrative functioning is emphasized and approaches to developing such skills through a redefinition of the year in residence are presented. (Author)

ED105638

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Model for Leadership Development: A New Approach to Doctoral Programs in Educational Administration

A Paper Read at the Annual Meeting of
The American Educational Research Association
March 30 - April 3, 1975

by

Theodore Lehmann II, Ed.D.
Assistant Professor of Education
State University College at Buffalo

EA 007 078

The conceptual model for a program designed to develop leadership skills which is presented in the following pages is a creative effort designed to explore one possible route to the development of interpersonal, small group leadership skills in a doctoral program in Educational Administration. It is not viewed as a prescription to cure the ills of administrative preparation. Rather, it is perceived to be an exploration of one way, among many possible others, to accomplish the task of training individuals to be more effective leaders.

The model was originally conceived as an attempt to provide an avenue for the development of group skills in conjunction with other aspects of an administrative training program. It changed to be a picture of a systematic means for utilizing the doctoral student's year in residence as a vehicle for providing experiences and learnings designed to develop a broad range of administrative and leadership skills which could function to help a candidate become more effective in his dealings with others as well as to help to sharpen his analytical and organizational skills.

The year in residence was chosen for the major portion of such an experience because it provides the opportunity for intensive studies, while at the same time appearing to be currently under-utilized. Students, typically, come to the university campus to fulfill a residency requirement of the institution or an accrediting agency. While there, they often take a series of unrelated courses, spend some time in a presumably closer association with the faculty in their department than is possible for part-time students, and sometimes are periodically provided with field experiences or on-campus experiences which are typically unavailable to the part-time students. Intensive, integrated, learning experiences are rarely offered. At some UCEA universities, the full-time graduate students meet regularly in a formal or informal graduate student seminar. This seminar may be organized around a concerted effort to prepare for the students' comprehensive examination, it may be an attempt on the part of the graduate students to enrich their own experience,

or it may be an activity suggested by the faculty to improve fellowship between faculty members and students. In rare instances, such a seminar is designed to be a culminating experience for doctoral students in educational administration.

The year in residence, for the purpose of this model, is conceived of in a different light. Each year, the group of full-time graduate students in residence will be seen as a diverse group coming from a broad spectrum of experiential and administrative backgrounds. Each student has knowledge, understandings, and skills which can be utilized as a resource for other students and even for the growth of members of the faculty. The problem which arises is the institutionalization of a means for sharing the experiences and knowledge of members of the group while at the same time developing new skills and understandings which could lead to improved leadership skills with particular emphasis upon small group and interpersonal relationships.

The model proposed herein is designed to accomplish these goals in an involving and exciting manner. It suggests an approach to developing skills and understandings. Implicit in it is an approach to administering programs designed to communicate to the graduate student a different approach to school administration, team management. Also suggested in the model is a change in the nature of the stance which departments take toward their students. This idea will be explored more fully. Should the model be effectively implemented, it is possible that doctoral students in educational administration will learn more effectively and will leave the program with a fuller understanding of, and a greater skill in, approaches to shared decision-making and instructional leadership.

Figure 1 presents a picture of the completed model. Following that is an explication of the component parts with a developmental orientation leading to a final discussion of the problems and advantages seen in the model.

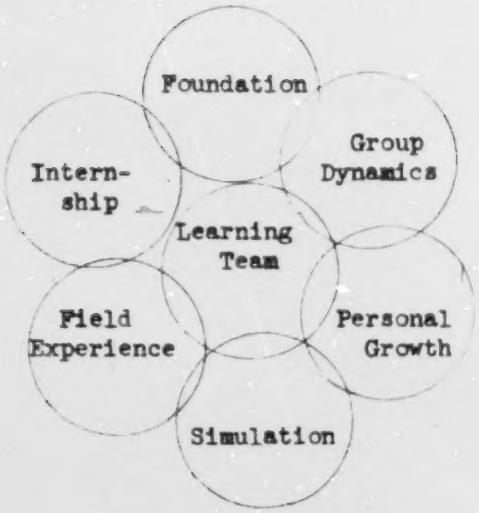

Figure 1

Leadership Development Model: Complete

The Foundation Component

The foundation component of the model for leadership development would ordinarily take place a year or two prior to the period identified for the student to fulfill his residency requirement. This component would consist of formal course work designed to develop a theoretical foundation for the experiences to be developed during the residency. Courses in organizational theory, the sociology of complex organizations, curriculum theory, and the history and development of concepts of educational administration would be included. In addition, university and departmental requirements for core courses and interdepartmental studies could be completed during this period.

The net effect of the foundation component would be to develop a knowledge and philosophical base upon which leadership and administrative skills could be built. An understanding of theory and an orientation to putting theory into practice would be developed at this time. At the same time, an orientation to and skills in scholarly endeavor would be developed. During the foundation period, students would have the opportunity to take courses in areas outside the department. Sociology, economics, research methods, formal courses in the philosophy of

education, and courses in educational psychology and curriculum would be made available. During the year in residence, students would have the opportunity to relate these cognitive learnings to real-life practical situations and to integrate knowledge with practice.

Figure 2

Leadership Development Model: Foundation Component

The Learning Team

Evidence has been accumulated and the author's personal experience supports the contention, that one of the most meaningful learning experiences for many graduate students in educational administration is the study group which students form to study for the departmental comprehensive examinations. This group tends to be very highly task-oriented, while at the same time it must deal with interpersonal issues in order successfully to accomplish its task. The realization that such groups were seen as having great importance provided the beginnings of the idea of utilizing an intensive learning team as the central experience of the model.[1]

The learning team, which is the core of the Leadership Development Model, is pictured in Figure 3. The two circles do not intersect because, up to this time, students have worked independently toward the acquisition of knowledge. From this point to the end of the year in residence, students will act interdependently to garner knowledge and experience.

1. Theodore Lehmann II, "The Development of a Model for Providing Small Group Leadership Skills in a Doctoral Program in Educational Administration," unpublished doctoral dissertation, Temple University, 1973

Figure 3

Leadership Development Model with the Addition of the Learning Team

The learning team, possibly consisting of eight to twelve members, would be constituted during an intensive, live-in workshop held during the summer preceding the year in residence or at the beginning of the fall semester. During this workshop, students and faculty, with the help of a process aide, would identify individual skills, competencies, knowledge, and interests. An orientation toward a team learning approach would be developed and experiences designed which would give an initial experience in team learning. Doctoral students would be made fully aware of the responsibilities and expectations growing out of a team learning model through a series of experiences which reinforced the value of working in groups and indicated the group nature of many administrative activities. Responsibilities would include recognizing the interdependence of the team, committing oneself to being a productive member of a team for the entire year, and agreeing to learn group membership and leadership roles and to try new patterns of behavior. The emphasis during this period would be toward developing a psychological contract for team learning.

During the workshop, the students would decide whether the teams should be composed on a basis of homogeneity or heterogeneity. Teams could be built on the basis of career goals (the principalship, the superintendency, the professorship),

interests (curriculum, school finance, general administration), or they could be heterogeneous, approximating the mixture of skills which might be found in a central office staff. Whichever direction such a team chooses, its first task would be to identify, with the help of a faculty member assigned to it for the year, the kinds of knowledge, experiences, and skills which it would expect to develop during the year. It would then develop means to provide itself with the learnings it hoped to gain, drawing for these learnings on the resources of the department, the school or college of education, the university, and a variety of communities and agencies in the general vicinity of the university.

A faculty member from the department of educational administration should be assigned, or chosen by the team, to be a member of each team. Perhaps six hours of his teaching load would be fulfilled in this manner. He would fill several roles including team member, advisor, facilitator, and instructor, relating to the team in an informal, collegial manner calculated to encourage interactive, interdependent learning. The success of the efforts of the learning team would very much depend on the faculty team member's ability to relate in an open, honest, nonhierarchical manner to the rest of the team.

The Group Dynamics Component

The secondary, but parallel, task of the learning team would be to develop within itself an understanding of the way it functions as a group and to work to improve the group skills of each member of the team. A group process aide would be available to all the learning teams on a rotating basis. His function would be to help the group to look at itself in terms of analyzing group process, helping the group to improve its functioning, and teaching a large group seminar to the combined groups, which would concentrate on theories of group development. This component could be pictured in relation to the learning team like this:

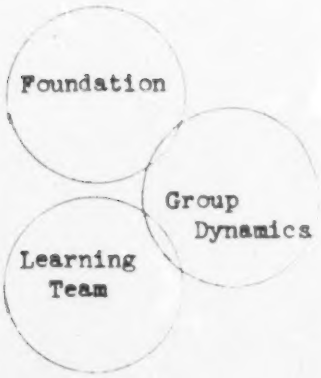

Figure 4

Leadership Development Model with the Addition of
the Group Dynamics Component

The group dynamics component would emphasize the nature of small groups, the kinds of interaction in groups, and the roles of individuals as they perform tasks, maintenance, and individual functions. Stress would be placed on analysis of group interaction, group membership and leadership, and effective intervention techniques. Additional emphasis would be in the area of understanding the sociology of formal and informal organization from a theoretical point of view. There would be a strong focus on relating the activities of the learning team to the theory and practice of school administration within a group context.

The process aide, a member of the department of educational administration with expertise in both social psychology and educational administration, would be responsible for providing experiences and co-ordinating the activities of the learning teams to assure the opportunity for the development of the requisite group skills. He would design and implement laboratory experiences and work with learning teams to improve process skills.

The Personal Growth Component

Another function of group studies is the intensive T-Group for personal growth. Each learning team would have to decide for itself whether it wished to devote part of its time to such intensive self-analysis. It is possible that the group could

decide early in the year that such an experience was unnecessary and then decide, at a later date, to include T-Group kinds of experiences as a part of its curriculum. The process aide, who should be a trained social psychologist capable of leading such experiences, would be available to act as a T-Group trainer. It is possible that some members of learning teams would wish to develop skills to act in the role of trainer or co-trainer. If necessary, the process aide would design experiences to train trainers as a part of the personal growth component.

Both the group dynamics component and the personal growth component would concentrate upon the development of group leadership/membership skills, personal interaction, and experimentation with new modes of behavior in the relatively risk-free atmosphere of the laboratory learning team. Other areas which this component will concentrate on might include developing skills in giving and receiving feedback, developing sensitivity towards the feelings of others, learning to encourage the development of leadership from others in a group, and improving discussion leadership skills. Norms within the group would be developed which would emphasize the development of new behavioral patterns designed to improve group functioning. The model would, pictorially, now look like this:

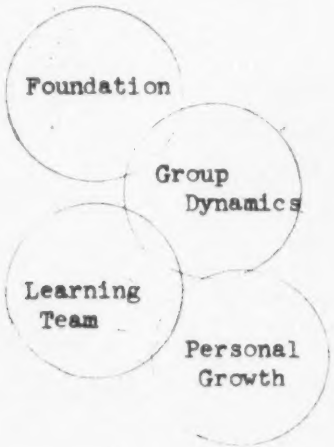

Figure 5

Leadership Development Model with the Addition of the Personal Growth Component

The intensive T-Group for personal growth is controversial in that adverse publicity and fadish popularity have damaged the image of the technique. Nevertheless, there are indications in the literature that such experiences work to help individuals become more effective in personal interrelationships. The possibility exists that the improvement of interpersonal effectiveness and the achievement of organizational task objectives are mutually exclusive goals. This supposition should be carefully explored.

It will be noted that the group dynamics component, the personal growth component, and the learning team core bear an integral, intertwined relationship to each other. The learning team becomes an effective, working team because of its emphasis upon studies and experiences in group dynamics and, perhaps, T-Group methodology. At the same time the content and process of social psychology have become a portion of the studies in which the learning team is engaged. Similar relationships will be seen in the other components as they are added to the model.

The Simulation Component

Simulated experiences in the form of in-basket simulations, cases, games, and other experiences designed to develop administrative and leadership skills in a situation approximating real life but placed in a context which encourages participants to explore the possibilities for action and the implication of that action in an atmosphere of experimentation and innovation constitute the next component. As computer-based, multiply-branching simulations become more available, the teams will be able to participate in extensive exercises in which the results of decisions are made available and additional alternatives requiring decisions necessitated.

Role-playing exercises and simulations can be developed by one team and played out for other learning teams, utilizing broader resources and more manpower. Similarly, cases can be developed which are complex exercises requiring the resources of all members of the learning team for their solution. These exercises give prac-

tice in analysis and decision-making in terms of the school enterprise as well as forcing the members of the team to work effectively as a group to arrive at appropriate decisions. Educational leaders must be skilled in the art of making proper decisions in situations which are ambiguous and filled with pressure. The opportunity to practice decision-making and problem-solving in simulated situations will help to improve these skills. Wherever it is possible for students to gain knowledge and expertise through simulated or real experiences rather than in formal courses, such opportunities should be made available. The opportunity to do something rather than to receive information in the traditional classroom format can result in greater operationalization of the desired behavior. In addition, many decisions in educational institutions are arrived at after a lengthy period of staff and adversary negotiations. The group skills developed as a part of the earlier components, coupled with an understanding of the theoretical bases for the administration of educational institutions will work toward a process of consensus development in the simulated world. The ability to deal with ambiguous and pressure-ridden problems will be enhanced.

The simulation component could deal with a number of administrative tasks and concepts of administration which are now developed within the context of the traditional course. For instance, a school budget simulation could be developed on the raw data supplied by a medium-sized city. Materials could be drawn together which provide information concerning the tax base, socio-economic conditions, educational needs and all the other factors which must be brought together in order to build a workable budget. Basing its decisions on the raw data, the team could develop a working budget for the school district. In the process of developing such a budget, it would be necessary for the team to explore the theoretical concepts attached to budgetary problems. Questions concerning taxation, allocation of resources, educational priorities, and so-on would have to be explored. The actual budget which was utilized could be compared to the ones prepared by the other learning

teams or the real budget finally proposed by the actual school district. Competitive situations between teams could be developed.

Another example of a task simulation might be the problem of developing a schedule for a high school. Given the raw data of X number of students assigned to Y courses with Z number of teachers, the team could develop a schedule of several alternative schedules of different kinds. Such an exercise would develop skills while at the same time providing practical experiences.

The general principle underlying the simulation component is that there are a number of administrative tasks which school administrators need to be able to accomplish in order effectively to fulfill the requirements of the position. It is believed that many of these tasks can most effectively be learned in a context of task accomplishment. At the same time, the team must work in a cooperative framework and be trained in the analysis of group interaction. These experiences can provide opportunities to test these new understandings in different contexts. Therefore, by undertaking the task, the learning team, through study, trial and error, under the guidance of a team's faculty member is introduced to the process of task-oriented decision-making. Group process, interpersonal negotiations, and administrative and organizational theory are brought together within the context of the simulation. Figure 6 shows the model with the simulation component added to it.

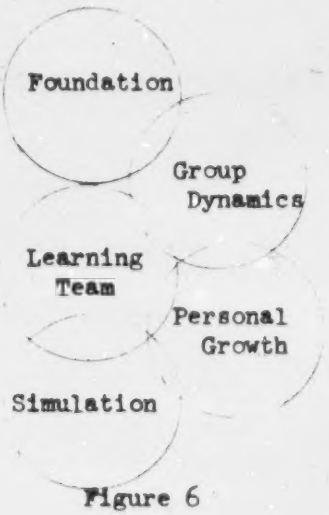

Figure 6

Leadership Development Model with the Addition of Simulation Component

The Field Experience Component

Supervised field experiences represent the next component of the model for leadership development. The learning team, to this point, has concentrated its attention on developing a theoretical perspective, building leadership and interpersonal skills, and applying the knowledge which it has gained within a context of simulated experience. Contact with the real world, the field, is now seen as being essential to the development of the team members. Broad opportunities for field work exist if the major concern of cost is largely removed from the consideration of cooperating school districts. Field experiences, therefore, should be contracted on a cost basis. Also, continuing relationships should be developed with nearby school districts, to facilitate the opportunity for students to have extensive field experiences. Opportunities should be made available for the learning team to work with school districts in a variety of areas. Negotiations, budgets, curriculum studies, school facility surveys, human relations workshops, proposal writing, district-wide research problems, and many other school problems could become the province of the learning teams. The expertise and experience of the faculty member of the team would be utilized in both developing the field opportunities and working for successful implementation of the recommendations.

It is at this point that the risk factor for the team members begins to increase. The team must, after all, make recommendations to the district which can be implemented. The members must also deal with board members, administrators, teachers, students, and members of the community. This component makes possible the testing of the knowledge and skills from other components in a real environment. Concurrently, some degree of safety remains because ultimate responsibility for decision-making does not lie with the team. The potential, however, for the testing of ideas, the reinforcement of skills, and the completion of administrative tasks does exist and the team members would avail themselves of this opportunity. Close supervision by the faculty team member would assure the protection of the

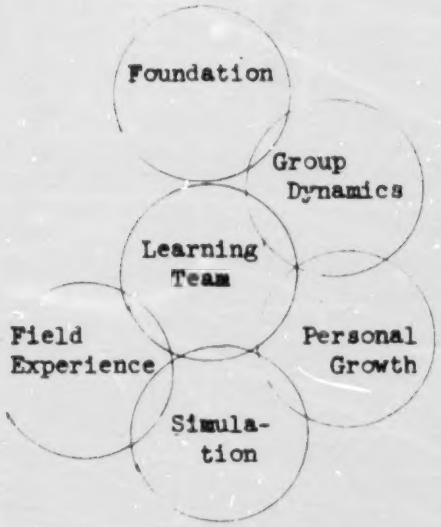

Figure 7

Leadership Development Model with the Addition of the Field Experience Component

interests of the school district.

The team should make every effort toward focusing its attention on solving real problems in real situations. Recommendations should be presented to the district which take into account the social, political, and economic realities of the situation in which the district finds itself.

It is possible that the utilization of student teams to fulfill a function often performed by faculty members in the role of independent consultant might cause some conflict within the department. Nevertheless, if field experiences are believed to be an appropriate experience for developing certain skills in a university context, such conflict could be easily endured. It is believed, too, that extensive field experiences and independent consulting practices can effectively co-exist.

The Internship Component

The culminating experience of the Leadership Development Model, normally taking place in the year following residency, would be the supervised internship experience. The student would contract with a cooperating school district to perform

in a variety of roles during the internship year. Ideally, the intern would have opportunities to function in both school building roles and central office roles. He would, if possible, be placed in a position to make decisions affecting the future of the district.

Different means of funding for internship programs should be explored. Since there is little pay-off for a district in supporting an intern through a year of growth experiences, there is little wonder that districts are reluctant to accept interns. Partial intern support from the university, federal or foundation financing would go a long way to resolving this problem. Another approach to developing intern possibilities would be to accept students into the leadership program who had been identified by school districts and were supported through the residency with the understanding that they would return to the district.

The research has indicated that many of the learnings growing out of laboratory training methods do not carry over into field situations without continued support when the laboratory participant returns to the field. It is, therefore, seen as a necessary aspect of the internship period that the learning team periodically be reconvened to deal with issues and problems which have arisen in the field. Depending on the geographical proximity of the interns, this seminar should take place no less frequently than a monthly basis and, preferably, should be held weekly.

Analysis of problems, contined support from the process aide, and advice and support from the team's faculty member would be featured in the seminar. Concurrently, the seminar would represent a culminating experience, integrating theory from the university with the real-life practical considerations of the practice of educational administration.

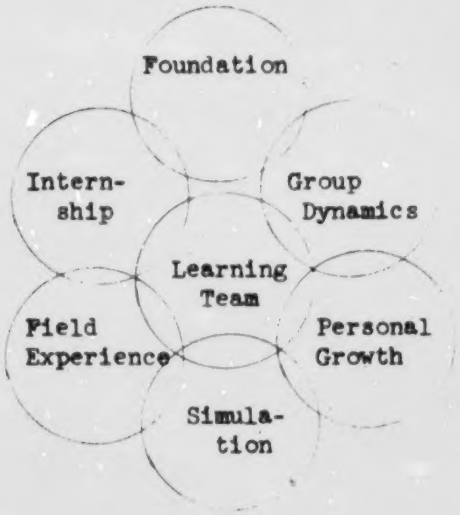

Figure 8

Leadership Development Model with the Addition of the Internship Component

The internship is seen as being an extension of the field experience, providing the student with an opportunity to function outside the team setting. He may now apply the skill and knowledge which he has gained during the previous year. In addition, he should be given more opportunity to accept responsibility for the decisions he makes in an atmosphere which has more potential for risk.

Finally, within the context of the internship, the student may choose to specialize in one aspect of administrative practice. If, during his exposure in the simulation component and field experiences, he has been able to identify an area of specialization, he should be able to arrange his intern experience to allow for special learnings. He might choose to specialize in instruction, business management, personnel, or the superintendency. Whichever one he chooses, the internship should be arranged so that he may work in a position relevant to his chosen area of specialization.

Implications of the Model

An experientially oriented, group-centered leadership development model has

profound organizational and interpersonal implications for a traditional department of educational administration. Although there seems to be a trend to greater flexibility in course selection and program outline in doctoral programs in the field, the predominant instructional mode remains lecture or lecture-discussion. By integrating studies in group process, experiences in interpersonal growth and simulation games, and intensive field experiences into a program designed to develop skills and teach content, the department will have to re-orient its traditional approaches to the dissemination of the subject matter of educational administration.

Traditional courses in the principalship, school finance, business management, systems administration, and so-on will no longer have to be offered within the traditional format since the learnings associated with these courses, and others, would be developed in the process of the experiences as outlined in the model. Students, surveying the body of knowledge to be acquired, would, in conjunction with the faculty member of their team, design or utilize experiences which develop those skills and understanding.

Essential to the development of the kind of program suggested in the model is a re-orientation in the nature of student-faculty relationships. Without the development of open, warm, honest, informal relationships, the implementation of a team learning approach to leadership development will not be possible. A collegial relationship must be developed in which faculty and students recognize their interdependency as a learning unit. The recognition that students have had valuable experiences and have insights from which faculty members might learn could present some difficulties for some faculty members.

In order for faculty members to break down the traditional hierarchical relationship which they have had with their students, the department as a whole will have to develop a commitment to a spirit of collegiality. Students and faculty will need to learn to develop relationships which are different from those to which both have become accustomed. The process aide would be of help in facilitating

these new relationships.

The utilization of a departmental process aide is the only personnel change which would be necessitated in the implementation of the model. The process aide should be a person trained to develop group skills and act as a T-Group trainer while at the same time having a thorough grasp of the theory and practice of educational administration. His role would be to provide learning teams with exercises and experiences which would be designed to facilitate group interaction, develop and conduct intensive T-Group sessions, and provide experiences designed to develop unity in the faculty and a sense of cohesiveness and interdependence among faculty and students. The choice of such a person is of crucial importance, since his skill will ultimately determine the extent to which other portions of the model are successful in developing attitudes and skills.

One of the difficult aspects involved in the implementation of the leadership development model will be for the department to make available to students sufficient and appropriate opportunities to participate in a variety of field experiences. School districts will probably show a natural reluctance to employ university-based teams staffed largely by graduate students to undertake major analyses and to attempt to find solutions to major problems. Nevertheless, such experiences in the real world, in an atmosphere which reduces the cost of personal risk-taking is posited as necessary if leaders are to be developed who are trained to take risks and discover adequate solutions.

Several means might be available to a department in order to make such experiences available. One would be to have a college or department of educational administration which encourages individual faculty members who accept consultant roles to involve a number of graduate students in the experience.

Another approach to developing adequate field experiences for graduate students could be for departments to develop continuing relationships with large school districts. Such arrangements would provide for a variety of field experiences and,

in addition, make a number of post-residency internships available to students at the university. Such an arrangement would be facilitated through the implementation of a system of joint appointments between the university and the school system involved. The university would then function on a continuing basis as a problem-solving arm of the school district.

A third approach would be for the university to develop a continuing relationship with county boards of education, intermediate units, and/or state departments of education. Such organizations are in a position to be aware of specific or general problems encountered by local school districts and to help marshal the resources of the university to bring additional talent to bear on their solution. Properly developed, such relationships would provide a continuing flow of appropriate field experiences which a department of educational administration could utilize in the training of educational leaders.

The fact that a senior faculty member functions as a member of the learning team while it is in the field would help school districts to find a rationale for utilizing the learning team in a role designed to deal with problems. The faculty member would function as guide, leader, and facilitator of the work of the learning team and, in addition, help to assure the school district that the team is working in the district's best interests.

Because of the inter-related nature of the experiences provided in the model, larger amounts of a graduate student's time would be spent in specific activities associated with the program. It is estimated that perhaps twenty to thirty hours per week would be devoted to activities in group situations, planning activities and experiences, and implementing them. An additional amount of time would be spent in studying on an individual basis in order to develop understandings which would help the student in planning solutions to the problems with which he would be presented. Since the program would be seen in terms of a block-of-time, no problems are anticipated with regard to credit distribution. However, the number

of hours suggested is more than many students now spend in class. Also because so much time would be consumed, students who are receiving support in the form of graduate assistantships or teaching fellowships might find that they did not have sufficient time to meet their university commitments. This problem could be resolved by redefining the nature of the university commitment or by seeking alternative financing for those involved in the leadership development package.

Credit hour distribution could range from twelve to eighteen credit hours per semester for the academic year. These credits could be given as a block-of-time or distributed among course titles. The first alternative, of course, would be preferable.

It might be questioned whether students would be willing to spend the number of clock hours suggested by the breadth and depth of the program. If activities are both involving and seen as relevant, it is likely that graduate students in educational administration would be willing and anxious to spend the necessary time.

The cost of development and implementation for the Leadership Development Model is seen as being somewhat higher than present costs for training school administrators, but not prohibitively so.

The largest expense, for many departments, would be the hiring of a person to act in the role of process aide and group trainer. This should be a person who is trained in social psychology and who has the appropriate background to work with groups in intensive interpersonal sessions. He should, at the same time, be solidly grounded in organizational and administrative theory and practice. The full-time responsibility of the process aide would be to work with learning teams to develop group and organizational skills. He would develop specific activities for each group and serve in an "on-call" capacity to all of the groups.

Faculty members, serving as members of learning teams, would largely be released from other instructional activities. This would not result in a cost in-

crease, however, since their student-contact hours might, in fact, increase. The role of the faculty member of the team should be that of guide, advisor, sometimes director and leader, and always, team member. He would work to develop within the team an atmosphere of collegiality, a spirit which encourages each team member to rely on the skills and knowledge of the other team members for his own growth. The faculty member chosen to be a part of the learning team should be the kind of person capable of being a team member as well as playing the role of professor on the team. He should be able to help the team develop useful field experience as well as work with and learn from the process aide.

Faculty members not serving as members of the learning team would carry primary responsibility for the learnings in the foundations component. This area, which provides the basis upon which later learnings will be built, is extremely important, suggesting that the courses within it, while important in themselves, should be coordinated with what is to come. In addition, all faculty members should be available to the learning teams when a problem in their specialty arises.

The new kinds of relationships suggested above would require some professors, at many institutions, to make adjustments in their perception of their role. Greater informality, more give-and-take, and larger amounts of student input are minimum conditions necessary for the successful implementation of the program. Beyond that, the cooperative nature of the learning team and the inter-relatedness of the learning materials would suggest many new approaches to the teaching and learning process. The leadership development model is seen not only as a continuous growth process for students, but for professors also.